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ABSTRACT

The booklet is designed to help upper level elementary school students research and write their family history. Part of a series of seven instructional materials dealing with the culture and history of American Armenians, the document provides readings and assignment sheets for students and lesson guides for teachers and parents. In the first lesson students discuss their family ancestral origins and locate places of origin on a world map. The teacher introduces color-coded family generation cards in preparation for students creating their own family tree. In Lesson II students learn to record oral history through interviews and writing family stories. They also trace family migrations on a world map. In Lesson III students share information by reading aloud their family stories. The teacher's guide contains a list of materials required, a summary of the lesson, and an outline of class activities including the time allotted for each. The booklet may be used independently of other materials in the series. (KC)

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MY ORIGINS

Discovering and Recording Family History

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by Juanita Will Soghikian

Illustrated by Joan Ohanian Hacobian

SP 012 339

R ETHNIC HERITAGE AND IMMIGRATION STUDIES

Armenian Relief Society
212 Stuart Street
Boston, Massachusetts 02116

"Armenian Ethnic Heritage Program"

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SOCIAL SCIENCE EDUCATION CONSORTIUM
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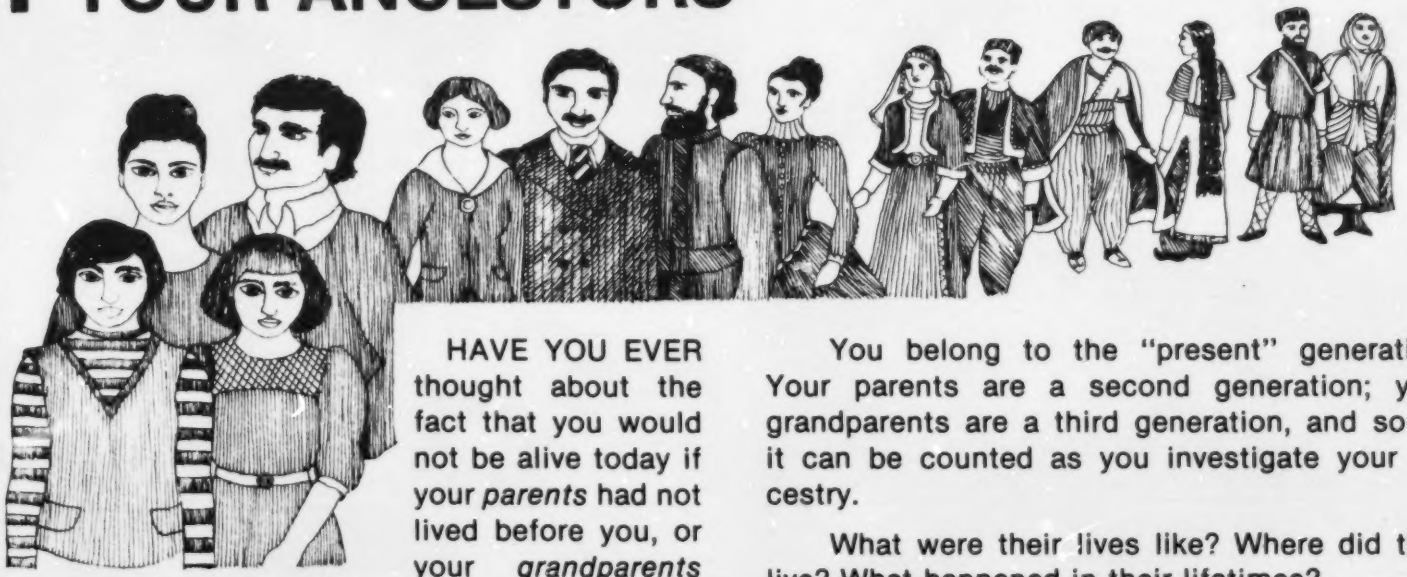
1 YOUR ANCESTORS



HAVE YOU EVER thought about the fact that you would not be alive today if your *parents* had not lived before you, or your *grandparents* before them, or your *great-grandparents* before them, and so back through the thousands of years of your family's history, for as long as people have been living on earth?

All of these people who were related to you long before you were born are called your *ancestors.*

Your ancestors and the places, or *homelands* from which they came are called your "roots", or *origins.*

The period of time between the birth of one set of parents and the birth of their children is called a *generation.*

You belong to the "present" generation. Your parents are a second generation; your grandparents are a third generation, and so on it can be counted as you investigate your ancestry.

What were their lives like? Where did they live? What happened in their lifetimes?

No one knows the history of all the generations in his or her family. Sometimes this is true because people did not always know how to write. But often it is because families lost or did not write and keep letters and diaries or other records about their lives to give to their children or grandchildren. If they had done so, it would have helped tell the history of the generations in the family.

You can begin to find out more about your family and make a record to keep for *your* children, however. You can do this by asking your

parents to help you obtain the information needed to fill out a chart called a FAMILY TREE: and by following directions for other activities found on the next pages.

Remember that you are equally related to both your father's and mother's families. It is therefore important to learn about the names and lives of relatives on *both* sides of the family.

Your father's relatives
are called your
PATERNAL relatives.

Your mother's relatives
are called your
MATERNAL relatives.

WHAT IS A PARENT? To be a parent means to both create children, and to raise and teach and guide them. Usually the same set of parents both create and help you grow up. But some children have two sets of parents because of death or divorce in the family. The parents who create the child are called the *biological* parents. If you or your parents have more than one set of parents and you wonder which parents to record, remember that *both* sets of parents are important to you and have influenced your life, so you may record the facts about whichever parents you choose, or have knowledge about.

ASSIGNMENT DIRECTIONS:

1. On the following two pages (3 and 4) you will find a FAMILY TREE chart. Fill the blank spaces with all of the information that you know. ASK YOUR PARENTS to help you with the information which you do not know.

   NOTE: If family records have not been kept, or were lost, even your parents may not be able to tell you *all* the facts needed. Do not worry about this. Just do your best to fill as many blanks as you can — Then KEEP THE FAMILY TREE FOR *YOUR* CHILDREN!

2. *Next,* turn to the FAMILY MIGRATIONS MAP on page 5:

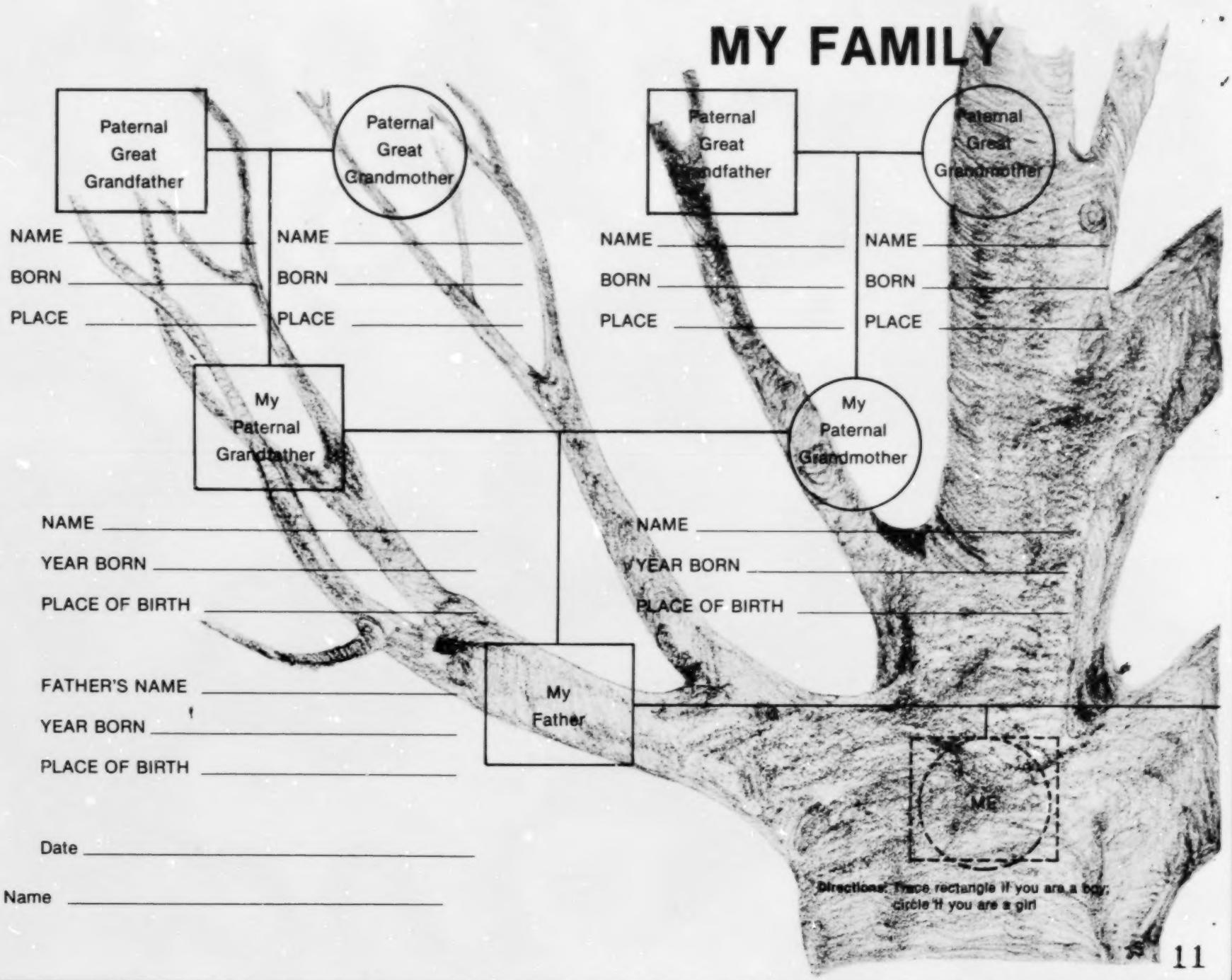
   Find out where your relatives or ancestors lived *before* they came to the United States.

   Then draw the *migration route* (the direction and course of travel taken as they moved from one country and across seas to another) on the FAMILY MIGRATIONS map sheet. *Label* the name of the country or city where they were born, and the place where they first lived in the United States. (Example: ISTANBUL and BOSTON).

   NOTE: If you have no knowledge about your ancestors *before* they came to the United States, label the names of the places in the *U.S.* where some of your relatives lived.

3. If you are doing this project with a class, bring your completed assignment in your MY ORIGINS booklet to your next class. You will use the information to make a large *class* FAMILY MIGRATIONS MAP.

MY FAMILY



Paternal Great Grandfather

NAME _____
BORN _____
PLACE _____

Paternal Great Grandmother

NAME _____
BORN _____
PLACE _____

Paternal Great Grandfather

NAME _____
BORN _____
PLACE _____

Paternal Great Grandmother

NAME _____
BORN _____
PLACE _____

My Paternal Grandfather

NAME _____
YEAR BORN _____
PLACE OF BIRTH _____

My Paternal Grandmother

NAME _____
YEAR BORN _____
PLACE OF BIRTH _____

My Father

FATHER'S NAME _____
YEAR BORN _____
PLACE OF BIRTH _____

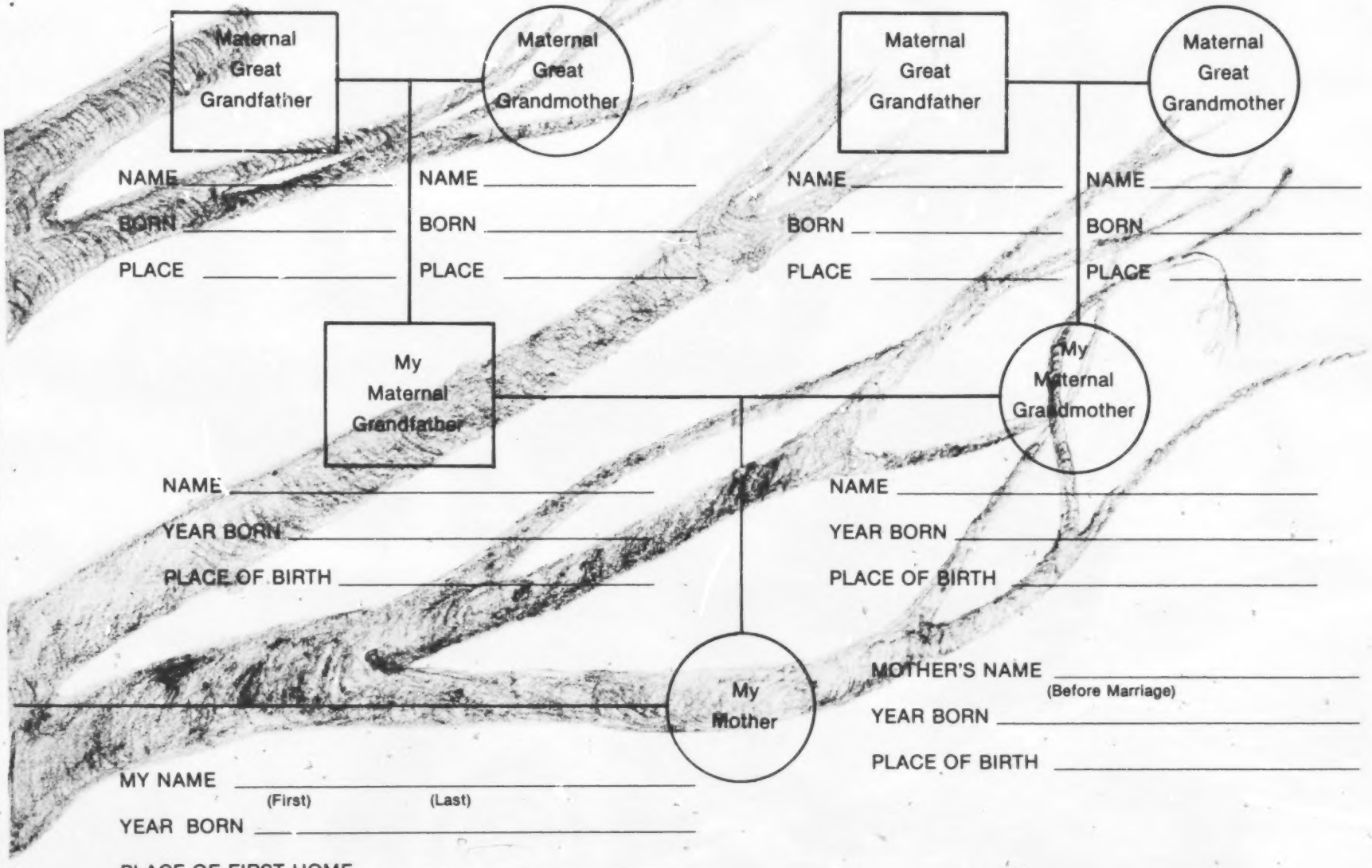
ME

Directions: Trace rectangle if you are a boy; circle if you are a girl

Date _____

Name _____

TREE CHART


Maternal Great Grandfather
Maternal Great Grandmother
Maternal Great Grandfather
Maternal Great Grandmother
NAME
BORN
PLACE
NAME
BORN
PLACE
NAME
BORN
PLACE
NAME
BORN
PLACE
My Maternal Grandfather
My Maternal Grandmother
NAME
YEAR BORN
PLACE OF BIRTH
NAME
YEAR BORN
PLACE OF BIRTH
My Mother
MOTHER'S NAME
(Before Marriage)
YEAR BORN
PLACE OF BIRTH
MY NAME
(First)
(Last)
YEAR BORN
PLACE OF FIRST HOME

ROUTES MY FAMILY TOOK TO MIGRATE TO THE UNITED STATES

DIRECTIONS: Draw the routes that your father's family used to come to the United States using the symbol ◄----------. Show where they began their trip and where they settled in the United States. Draw the routes that your mother's family used using the symbol: ◄———. You may have several arrows for each side of the family, if grandparents came from different places. Label the cities or countries they came from and their home in the United States.

Date _____ Name _____

2 FAMILY STORIES

ALMOST every family has an uncle, aunt, or grandparent who likes to tell family stories. They tell of funny, sad, and sometimes exciting things that happened to them or members of the family during their lifetime.

These stories are really part of the family history. If they are told, but not written down for us to read, we call them *oral history,* or history by word of mouth.

Oral history is often told around the dinner table, at bedtime, or while family members are working together. Suddenly, something happens which makes our relatives think of a true family story. At such times no one thinks about writing the story down to keep a record of it. Later, the story is often forgotten or changed when it is retold by someone else.

Oral history is sometimes the only way we have to find out about the past. It is fun to listen to, but it is good to also write it down, or "record" it so it will remain unchanged and as close to the truth as possible.

You can make a written record of the facts about your family and their stories by *interviewing* your parents, grandparents and relatives. You can ask them questions and write down some of their answers. You can even tape record their stories if you have a tape recorder. By doing this you will learn how reporters and some historians work. To get good stories you must think of good questions! You must find an hour when the person whom you are interviewing is not busy or likely to be interrupted by other people.

2

ASSIGNMENT DIRECTIONS:

INTERVIEW a parent, grandparent or other member of your family:

1. *ASK* them questions about *where* members of their family came from. Ask why they live where they do now. Ask about their childhood and school. Read the SOME SUGGESTED INTERVIEW QUESTIONS on the next page before you begin. They will help you think of interesting and important questions. Add your own questions to these.

2. *Take some notes as they talk,* but do not try to write everything down. Select what seems most important. Do not worry about spelling ordinary words — you can correct these later; but *do* ask how to spell names of people and places. Write down dates when important things happened in their lives.

3. After your interview is finished, *re-write* what you learned into a short true story. Write with complete sentences and paragraphs. You can begin with a phrase like "When my grandfather was young he . . ."; or "My grandmother was born in . . ."; or, you can think of some exciting, new way to begin to tell your story.

4. Place both your original notes and your final story in your MY ORIGINS booklet. Bring them to your next class. You may share your stories in class if you would like to. If you are doing this at home without a class, then share them with members of your family.

SOME SUGGESTED INTERVIEW QUESTIONS

Listed below are some questions which may help your relatives think of important and interesting things to tell you about part of your family's history. As you read them, think of other special questions you'd like to know about the person you interview, or the people he or she knew: You may use any or all the questions and in any order you choose:

1. Where and when were you born?
2. What were your father's and mother's family names?
3. Did you have brothers and sisters? How old were they in comparison to you? What did you like to do together?
4. Where did you live as a child? Can you show me on a map?
5. What was your school like? How was it different from mine?
6. Tell me some funny or exciting, or even sad things that happened in your family.
7. Who were the first people in our family to come to the United States?
8. Why did they come and when? Tell me their story. What happened before and what happened after they came?

Other Questions You Can Think Of To Ask:

_____

_____

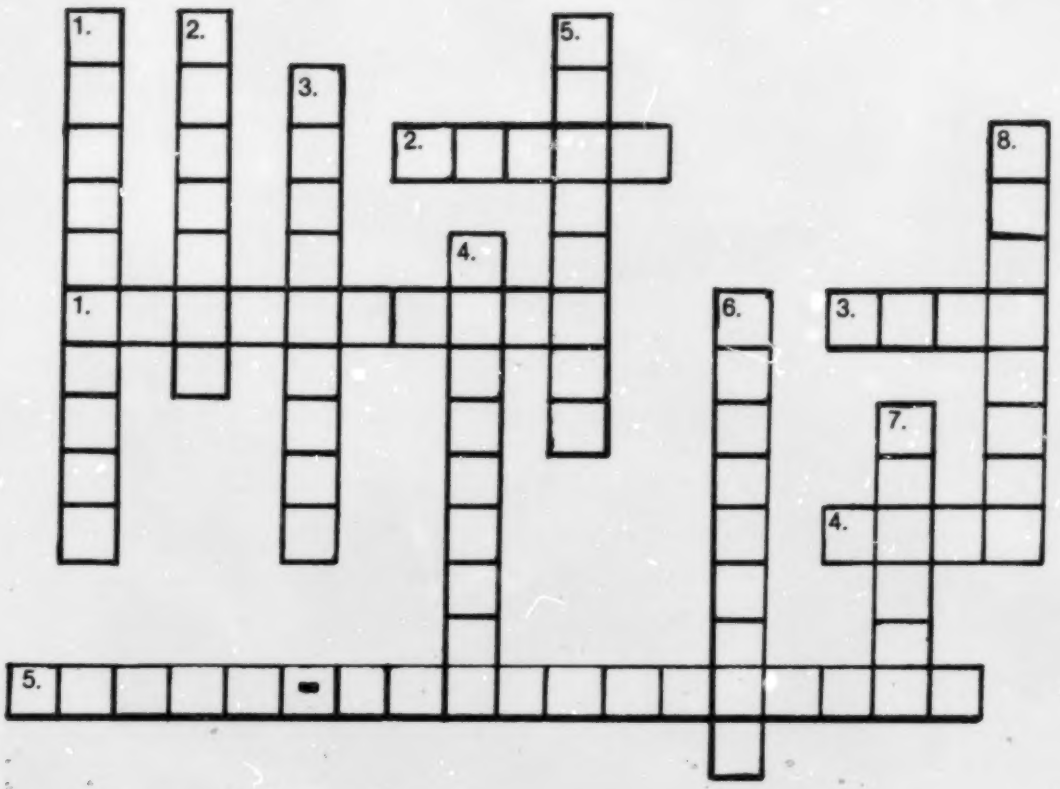
_____

_____

Date _____ Name _____

3 REVIEW

HOW MANY WORDS DO YOU KNOW?



DOWN

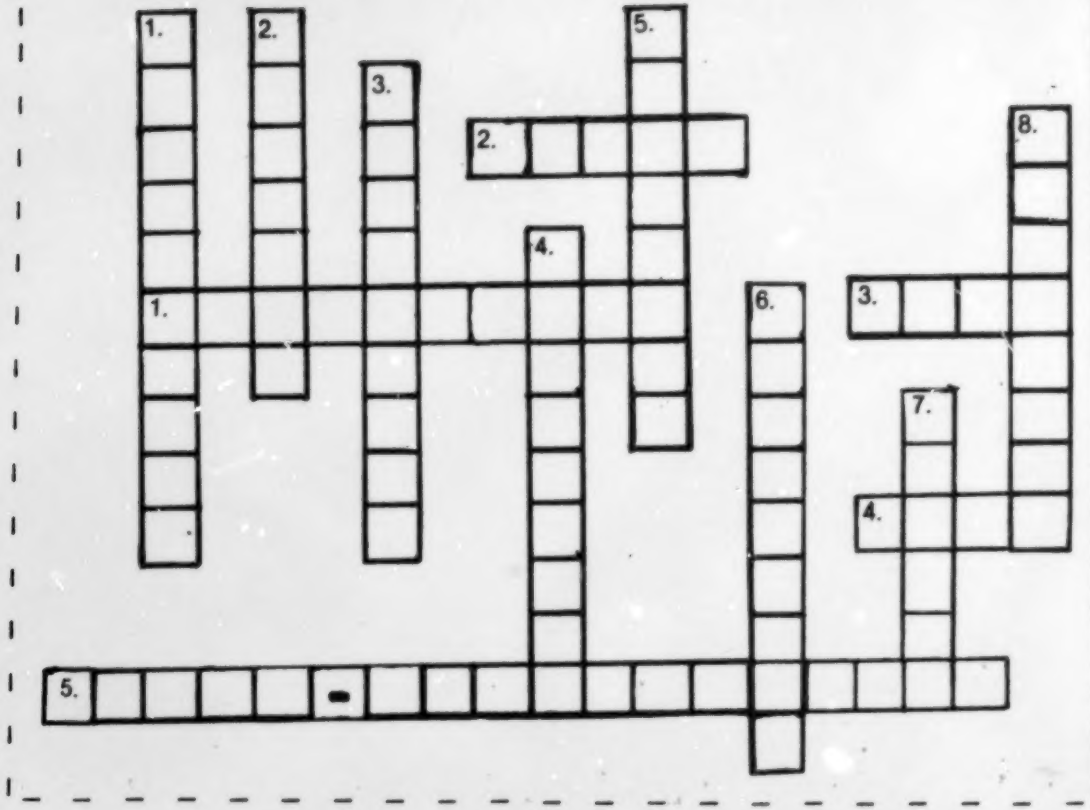
1. Parents who create children (but may not always have the opportunity to raise them) are called the _____ parents.
2. Your ancestors and the places from which they came are called your "roots" or _____
3. A meeting to ask questions and obtain information is called an _____
4. Moving from one country to another is called _____
5. Your mother's relatives are your _____ _____ relatives.
6. Your grandparent's parents and all your relatives before them are your _____ _____
7. One who creates and/or raises children as his or her own is a _____
8. Your father's relatives are your _____ _____ relatives.

ACROSS

1. The time between the birth of a person and that person's first child is called a _____
2. The direction and course of travel from one place to another is called a _____
3. A chart which shows several generations is called a family _____
4. History that is told but not written is called _____ history.
5. Your grandparent's mother and father are your _____

Date _____

Name _____



DIRECTIONS:

Be your own editor! This first edition of this booklet has some mistakes for you to correct. Now you can be an historian, a writer and an editor when you do these projects!

1)Cut out the corrected crossword puzzle on this loose sheet; then paste or staple it over the incorrect form on page 10. Work the puzzle.

2) On page 3, paragraph 1: change ("3" and"4") to (4 and 5).
On page 3, paragraph 2: change "page"5" to page 6.

3) On page 12 find two places where you should change "page 15" to 13.

Guide for Teachers and Parents:

PURPOSE AND RATIONALE

MY ORIGINS: DISCOVERING AND RECORDING FAMILY HISTORY is intended for use by children ages 9-12. It may be used as introductory, motivating lessons for a study of ethnic heritage of *any* national, religious or racial nature.

It provides children with the opportunity to investigate their own family origins and history, and to share this important learning experience with their families and classmates.

The purposes of these lessons are fivefold:

- To help students establish a sense of personal identity;
- To develop the concepts and vocabulary basic to further lessons in ethnic and immigration studies.
- To motivate students to want to learn about geography, history and the culture of their ancestors;
- To develop a knowledge and appreciation for the difficulties and achievements of their immigrant relatives and ancestors, and the reasons for their migrations and resettlement in the United States.
- To provide opportunity for students to develop skills in obtaining information, in writing, and in recording and sharing what they have learned; and to make increased use of mapping skills.

TO PARENTS AND TEACHERS

Whether used in the home or school, the need for parent's participation in the assignments is evident. Parents will find it an awarding experience. If used in schools, teachers should send the teaching booklet home to parents with a covering letter requesting that parents read through the booklet to inform themselves of the nature and purpose of these initial assignments.

DIRECTIONS FOR LESSON I:

LEARNING ABOUT FAMILY ORIGINS, FAMILY TREES AND FAMILY MIGRATIONS

MATERIALS

- MY ORIGINS Booklet for Each Child
- WORLD MAP: Classroom-size
- 15 teacher-made "GENERATION CARDS" (p. 15)
- Masking Tape

VOCABULARY

Parents
Grandparents
Great-grandparents
Ancestors
Generation
Biological parents
Maternal
Paternal
Family Tree
Migration
Route

SUMMARY

By discussing and investigating their family ancestral origins, students develop a sense of personal identity with the historical past and with parts of the world other than that of their immediate environment. World map location skills also improve.

CLASS ACTIVITIES

10-15 min. Ask a few students to tell what they know of their family origins. Use and explain the term "ancestral origin".

Point out on the WORLD MAP the locations of places mentioned and migration routes — or ask students to do so if they can. Create interest, but then move on to the next part of the lesson.

15 min. Briefly elicit a discussion of the meaning of "generation". (Example: How many generations ago did your ancestors come to the United States?)

Demonstrate what this means by giving each child a Generation Card. Children will represent a parent in each generation for four generations. Call students one by one to stand in place. (As illustrated on page 15)

15 min. Seat the class once again. Teach the meaning and use the Family Tree Chart and the Migration Map. Attach a copy of each to the chalk board with masking tape. (This doesn't harm the board as scotch tape does). Explain that each student will have a chart and map like this in his/her booklet to take home. They are to be filled out *before the next class period.* Explain that they should show the booklet to their parents so parents may see how to help give the information students need.

5-10 min. Distribute MY ORIGINS booklets and have students fill in names on the cover. Check to be sure each student remembers to take the booklet home at closing time.

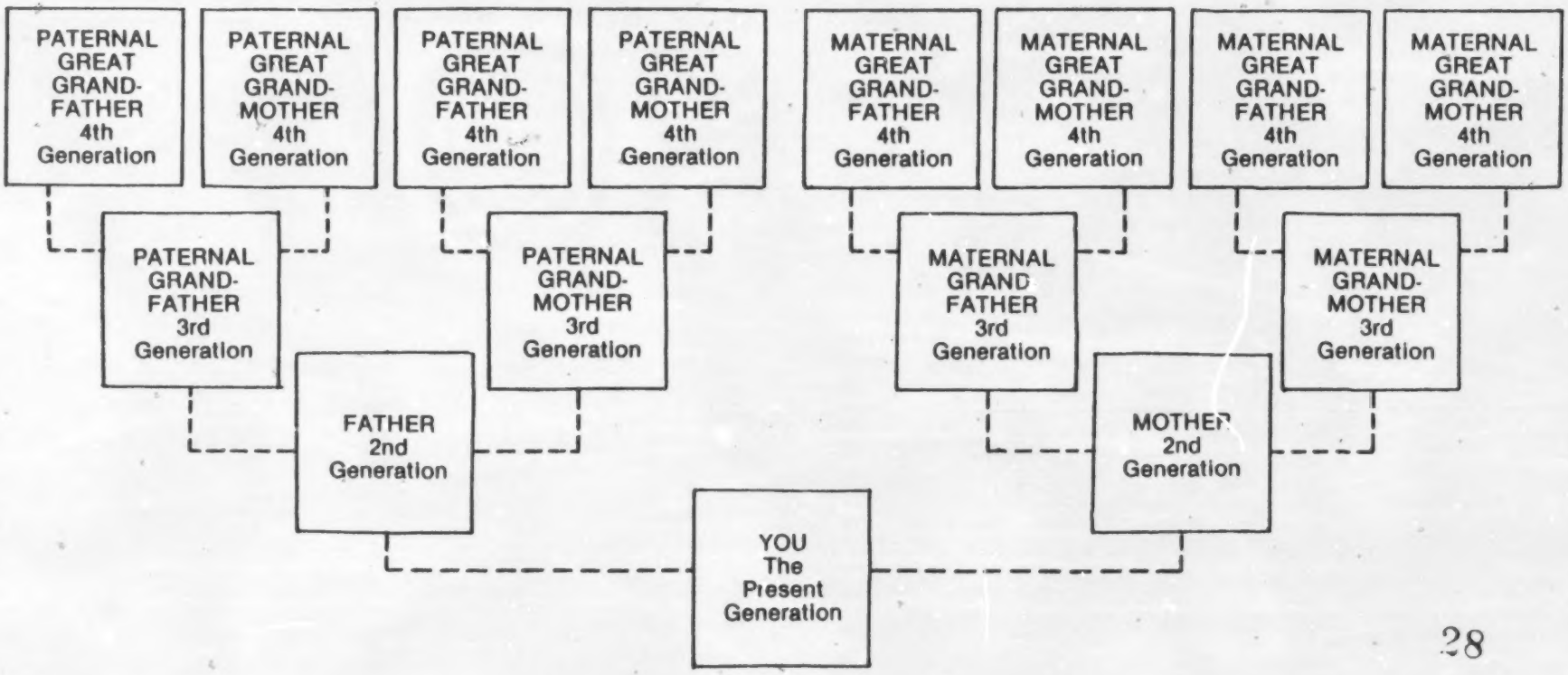
LESSON I continued:

DIRECTION FOR MAKING THE FAMILY GENERATIONS CARDS:

Use 15 pages of notebook sized (11 x 8½) construction paper.
Each GENERATION can be "color coded" for clarity of illustration:
(Red for the present generation; blue for "Mother"; yellow for the third generation, etc.)

Print the following information on each card with bright felt pen markers or crayon.
Make your letters about 2" high so they may be seen at a distance.

Note: If you have too small a number of students in the class to do the lesson as suggested above, place the cards on a table or on the floor instead of in children's hands to illustrate the idea.


PATERNAL GREAT GRAND-FATHER 4th Generation
PATERNAL GREAT GRAND-MOTHER 4th Generation
PATERNAL GREAT GRAND-FATHER 4th Generation
PATERNAL GREAT GRAND-MOTHER 4th Generation
MATERNAL GREAT GRAND-FATHER 4th Generation
MATERNAL GREAT GRAND-MOTHER 4th Generation
MATERNAL GREAT GRAND-FATHER 4th Generation
MATERNAL GREAT GRAND-MOTHER 4th Generation
PATERNAL GRAND-FATHER 3rd Generation
PATERNAL GRAND-MOTHER 3rd Generation
MATERNAL GRAND FATHER 3rd Generation
MATERNAL GRAND-MOTHER 3rd Generation
FATHER 2nd Generation
MOTHER 2nd Generation
YOU The Present Generation

DIRECTIONS FOR LESSON II:

LEARNING TO RECORD ORAL HISTORY: INTERVIEWS AND WRITING FAMILY STORIES

MATERIALS

- MY ORIGINS booklets
- Paper hole punchers
- 3 Ringed Notebook for each student
- WORLD MAP pinned to a larger BULLETIN BOARD
- Notebook paper and pencils for each student
- TAPE RECORDER (optional)

VOCABULARY

Oral history
Interview

SUMMARY:

By learning the process of interviewing, students improve their knowledge of *notetaking and questioning skills;* by discussing the meaning of "Oral history" they may learn both its value and its limitation in presenting correct factual material, as it changes with the telling. By writing FAMILY STORIES in paragraph form, *summarizing* and *writing skills* may be improved.

CLASS ACTIVITIES

15 min. Before collecting the booklets from the children, *briefly discuss* with them what they learned about their families and relatives when they did the assignments. Let a few volunteers speak about the investigating experience itself. (Example: "What happened when you asked for an interview . . .?") Ask several where their ancestor's, or relative's original homeland was and help students find this on the WORLD MAP. Have some read from their notes.

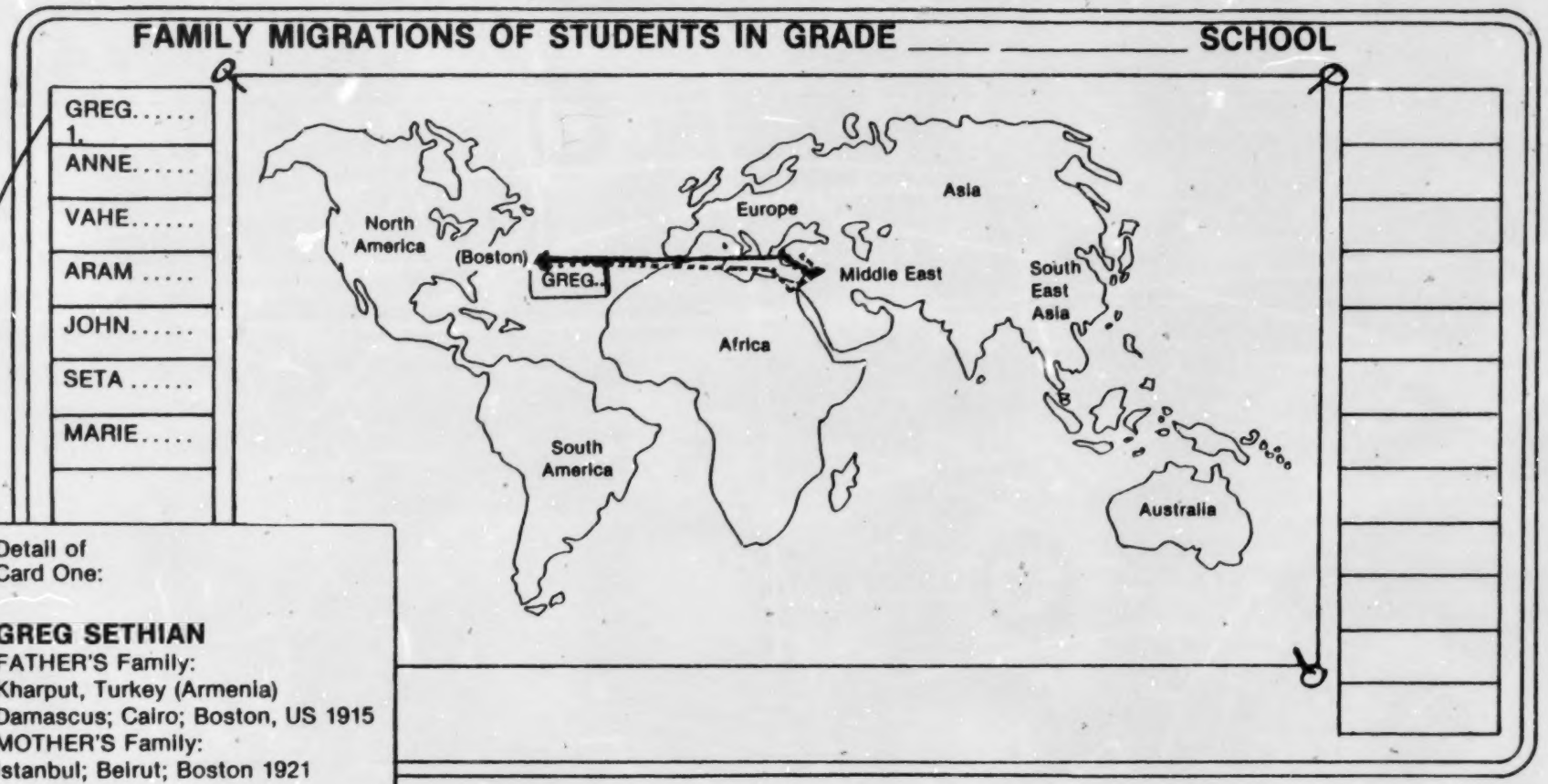
15 min. Have children remove staples from booklets and punch 3 ringed notebook holes in their booklet pages, at the top of each page. Collect assignment I (pages 4 & 5) so you can read information and summarize it for the bulletin board display. have children place all other pages in their notebooks.

25 min. Introduce Lesson II: Explain the meaning of "oral history". (*Tell* them what they will later *read* on the Lesson II reading sheets.) Explain how interviews are a means of gathering information used by reporters and some historians so that "oral history" may be recorded and written.

Demonstrate how interviews are done:

1. *Plan* a few good sample questions *with* the students.
2. Teacher act *as interviewer* and have a student role-play the part of an interviewee. Meanwhile, have all students take notes of what they hear. The teacher, as interviewer, also takes notes. Write names mentioned by interviewee on the chalkboard to help spelling problems for note-takers.

DIRECTIONS FOR MAKING THE FAMILY MIGRATIONS BULLETIN BOARD DISPLAY:



DIRECTIONS: Form a committee of students to work after class hours. *Print cards* on colored construction paper giving name of each student and summary of family migrations data (See insert above left). Staple or tack these cards around the world map. Next, *cut strips of colored yarn,* one for each child; *attach a strip of paper* with his/her name on it and staple to the yarn strip; staple or tack it on the World Map along the family's migration route. (See sample of one). Do the same for each child. (During trial testing of this activity, in a public school class of 28 students there were 21 countries of origin. In an Armenian school, almost all came from the same origin; making the yarn strips of many colors helped keep the individuality apparent in either case). DISPLAY THE BULLETIN BOARD IN A HALLWAY OF YOUR INSTITUTION.

DIRECTION FOR LESSON III:

SUMMARIZING AND SHARING INFORMATION

MATERIALS

- Prepared FAMILY MIGRATIONS BULLETIN BOARD DISPLAY
- Classroom teaching WORLD MAP
- MY ORIGINS Notebooks and
- CROSSWORD PUZZLE Vocabularly Review Sheets (page 10)

CROSSWORD PUZZLE ANSWERS:

Down	Across
1. BIOLOGICAL	1. GENERATION
2. ORIGINS	2. ROUTE
3. INTERVIEW	3. TREE
4. MIGRATION	4. ORAL
5. MATERNAL	5. GREAT-GRANDPARENTS
6. ANCESTORS	
7. PARENT	
8. PATERNAL	

SUMMARY

By reviewing locations of FAMILY MIGRATIONS on the WORLD MAP DISPLAY, students learn of the origins and experiences of others. They learn details by hearing theFAMILY STORIES read aloud by classmates. Interest in the reasons for migrations will undoubtably be aroused and discussed leading the class naturally into preparation for a study IMMIGRATION and/or ETHNIC HISTORY AND CULTURES. The CROSSWORD PUZZLE Vocabularly review sheet should help summarize the three lessons.

CLASS ACTIVITIES

10-15 min. Students are shown the completed FAMILY MIGRATIONS Bulletin Board Display prepared by the class Committee. Discuss and comment briefly the information summarized (How many families from each region or nation and in what years?).

30-35 min. Sit in semi-circle with teacher. Ask individual students to read their FAMILY STORIES aloud to group. Guide children to be tolerant of mistakes in expression and sensitive to feelings of others if comment on content is made. Be accepting and not judgmental about content or quality of writing in this situation.

This assignment has highly personal qualities about it which should motivate students to *want* to go on learning about their national origins; it may have the opposite effect if there is teacher or class criticism, or teasing as a result of this very new type of effort on their part.

Have children locate on the class WORLD MAP places mentioned in the stories. Review briefly the reasons for migrations indicated in the stories.

Teacher collect stories for editing. At later date students may re-write final draft to be displayed or printed in a class or school newspaper.

5 min. Distribute crossword puzzle. This review may be done independently in school or at home.

Next session: Place all papers in MY ORIGINS Notebook and return to students to keep.

NOTE: It is suggested that no "marks" evaluations be used. This was a motivating activity lesson series, the main purpose of which was to stimulate interest to learn about IMMIGRATION and ETHNIC CULTURAL HERITAGE.

Armenian Ethnic Heritage Project

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MOSSIK HACOBIAN, *Curriculum Developer*

Children and teachers in the schools listed below participated in the trial teaching of some or all of the lessons in this booklet. Their efforts, questions and suggestions are gratefully appreciated. This is their book:

Franklin Public School, Lexington, Massachusetts

Armenian General Benevolent Union Day School, Watertown, Massachusetts

Sahag Mesrob Armenian School, Watertown, Massachusetts

St. Stephen's Armenian School, Watertown, Massachusetts

St. Gregory Armenian School, North Andover, Massachusetts

St. Vartanantz Armenian School, Ridgefield, New Jersey

Nerses Shnorhali Armenian School, Fairfield, Connecticut

Sahag Mesrob Armenian Church School, Providence, Rhode Island

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Materials Available From the Armenian Ethnic Heritage Project of the A.R.S.

1. **MY ORIGINS: Recording Family History**
   An introduction to the ideas of generations, family tree and plotting one's own family history and migration route to America. Includes worksheets and crossword puzzle review of basic concepts.

2. **LAND OF THE ARMENIANS**
   A study of Armenia's mountains, lakes, rivers and plateaus through the construction of a relief map. Includes worksheets and photographs.

3. **DISCOVERING HISTORY THROUGH ARTIFACTS: Kingdom of Tigran II "The Great"**
   How we can learn about earlier times by closely studying the artifacts people have left behind. Includes worksheets and photographs.

4. **ELEMENTS OF ARMENIAN CHURCH ARCHITECTURE**
   A study of Armenian church architecture through the construction of a model of a 7th century church. Includes worksheets and photographs.

5. **KHATCHKARS: Armenian Stone Crosses**
   Learning about a uniquely Armenian sculptural form by carving a plaster khatchkar (stone cross). Includes photographs.

6. **MEDIEVAL ARMENIAN COSTUMES**
   A study of Medieval Armenian history and its costumes. Includes figures and costumes to be colored and cut out.

7. **SIGHTS AND SOUNDS OF ARMENIA**
   Learning about Armenia today by matching sounds on a cassette recording with sights pictured in a booklet about Soviet Armenia.

8. **THEY CAME FROM ARARAT**
   A filmstrip on the origins and development of the Armenian community in America. Includes accompanying recorded narration and music.

Note: All Materials include specific project directions.